

# PSYCHOLOGY

OCR GCSE in Psychology J611

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# 1 About these Qualifications

This booklet contains OCR's GCSE specification in Psychology for teaching from September 2009.

The specification aims to introduce candidates to Psychology by means of topics based within approaches to Psychology. It is designed to lead on to the OCR AS Psychology specification having introduced candidates to the research base of Psychology as well as some of the content of Psychology.

## 1.1 GCSE (Full Course)

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From September 2009 the GCSE is made up of 3 mandatory units. Units B541, B542 and Unit B543 are externally assessed.

## 1.2 Qualification Title and Levels

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This qualification is shown on a certificate as:

- OCR GCSE in Psychology.

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A\* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.3 Aims

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GCSE specifications in Psychology must encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors, such as science. They should encourage learners to develop a personal interest and enthusiasm for Psychology and prepare them to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to:

- engage in the process of psychological enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- develop an awareness of why Psychology matters;
- acquire, knowledge and understanding of how Psychology works and its essential role in society;

- develop an understanding of the relationship between Psychology and social, cultural, scientific and contemporary issues and its impact on everyday life;
- develop an understanding of ethical issues in Psychology;
- develop an understanding of the contribution of Psychology to individual, social and cultural diversity
- develop a critical approach to scientific evidence and methods

## 1.4 Prior Learning/Attainment

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Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

## 2 Summary of Content

### 2.1 GCSE Units

#### Unit B541: *Approaches in Psychology 1*

Biological Psychology: • Sex and Gender

Cognitive Psychology: • Memory

Developmental Psychology: • Attachment

Social Psychology: • Obedience

Individual Differences: • Atypical Behaviour

#### Unit B542: *Approaches in Psychology 2*

Biological Psychology: • Criminal Behaviour

Cognitive Psychology: • Perception

Developmental Psychology: • Cognitive Development

Social Psychology: • Non Verbal Communication

Individual Differences: • The Self

#### Unit B543: *Research in Psychology*

Planning Research

Doing Research

Analysing Research

Planning an Investigation

Each of the five Approaches – Biological, Cognitive, Developmental, Social Psychology and Individual Differences - is represented by a different topic on each of the Approaches units.

Each topic consists of key concepts, one core theory, one core study, and an application of the topic area.

## Approaches in Psychology 1

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### Biological Psychology

#### *Sex and Gender*

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Key Concepts: sex, gender, masculinity, femininity, androgyny

Core Theory: Biological Theory

Core Study: Diamond and Sigmundson (1997)

Application of Research into Sex and Gender: Equal Opportunities for the Sexes

### Cognitive Psychology

#### *Memory*

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Key Concepts: information processing, input, encoding, storage, retrieval, output, accessibility problems, availability problems

Core Theory: Multi-Store Model

Core Study: Terry (2005)

Applications of Research into Memory: Memory Aids

### Developmental Psychology

#### *Attachment*

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Key Concepts: separation protest, stranger anxiety, secure attachment, insecure-avoidant attachment, insecure-ambivalent attachment

Core Theory: Bowlby's Theory

Core Study: Hazen and Shaver (1987)

Application of Research into Attachment: Care of Children

### Social Psychology

#### *Obedience*

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Key Concepts: obedience, defiance, denial of responsibility

Core Theory: Theory of Situational Factors

Core Study: Bickman (1974)

Application of Research into Obedience: Keeping Order in Institutions and Situations

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## Individual Differences

### *Atypical Behaviour*

Key Concepts: typical behaviour, atypical behaviour, fear, agoraphobia, social phobia, school phobia, acrophobia, arachnophobia

Core Theory: Behaviourist Theory

Core Study: Watson and Rayner (1920)

Application of Research into Atypical Behaviour: Behaviour Therapy for Phobias

## Approaches in Psychology 2

### Biological Psychology

#### *Criminal Behaviour*

Key Concepts: crime, measures of crime, criminal personality

Core Theory: Biological Theory

Core Study: Mednick et al (1984)

Application of Research into Criminal Behaviour: Crime Reduction

### Cognitive Psychology

#### *Perception*

Key Concepts: sensation, perception, depth cues, linear perspective, height in plane, relative size, superimposition, texture gradient

Core Theory: Constructivist Theory

Core Study: Haber and Levin (2001)

Application of Research into Perception: Advertising

### Developmental Psychology

#### *Cognitive Development*

Key Concepts: invariant stages, universal stages, sensori-motor stage, pre-operational stage, concrete operational stage, formal operational stage

Core Theory: Piaget's Theory

Core Study: Piaget (1952)

Application of Research into Cognitive Development: Educating Children



## Social Psychology

### *Non Verbal Communication*

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Key Concepts: non verbal communication, body language, facial expressions

Core Theory: Social Learning Theory

Core Study: Yuki et al (2007)

Application of Research into Non Verbal Communication: Social Skills Training

## Individual Differences

### *The Self*

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Key Concepts: individuals as unique, free will

Core Theory: Humanistic Theory

Core Study: Van Houtte and Jarvis (1995)

Application of Research into the Self: Counselling

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# 3 Content

## 3.1 Unit B541: *Approaches in Psychology 1*

### 3.1.1 Biological Psychology

#### *Sex and Gender*

##### Key Concepts

Candidates should be able to:

- Distinguish between sex and gender;
- outline the concepts of masculinity, femininity and androgyny.

##### Core Theory: Biological Theory

Candidates should be able to:

- Outline the role of chromosomes in typical gender development;
- outline the role of gonads and hormone production in typical gender development;
- describe basic evolutionary sex differences in human behaviour;
- explain the criticisms of the biological theory of gender development;
- consider psychoanalytic theory as an alternative theory, with specific reference to the role of the Oedipus/Electra complex in gender development.

##### Core Study: Diamond and Sigmundson (1997)

Candidates should be able to:

- Describe Diamond and Sigmundson's case study of the castrated twin boy raised as a girl;
- outline limitations of Diamond and Sigmundson's study.

##### Application of Research into Sex and Gender: Equal Opportunities for the Sexes

Candidates should be able to:

- Explain the psychological theory behind equal opportunities for the sexes e.g. in education, in work, in leisure/play.

### 3.1.2 Cognitive Psychology

#### *Memory*

##### Key Concepts

Candidates should be able to:

- Describe information processing: input, encoding, storage, retrieval, output;
- distinguish between accessibility and availability problems in memory.

Core Theory: Multi-Store Model of Memory	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between sensory store, short-term memory, long-term memory with reference to duration and capacity;</li> <li>• describe the processes of attention and rehearsal;</li> <li>• explain how forgetting occurs through decay and displacement;</li> <li>• explain the criticisms of the multi-store model of memory;</li> <li>• consider levels of processing theory as an alternative theory, with specific reference to the importance of deep processing in memory.</li> </ul>
Core Study: Serial Position Curve (2005)	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Describe Terry's experiment on the serial position effect in recall of TV commercials;</li> <li>• outline limitations of Terry's study.</li> </ul>
Applications of Research into Memory: Memory Aids	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the psychological theory behind memory aids e.g. use of cues, use of imagery, mind mapping.</li> </ul>
<b>3.1.3 Developmental Psychology</b>	
<i>Attachment</i>	
Key Concepts	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Describe separation protest and stranger anxiety as measures of attachment;</li> <li>• distinguish between different types of attachment: secure, insecure-avoidant, insecure-ambivalent.</li> </ul>
Core Theory: Bowlby's Theory	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concept of monotropy;</li> <li>• explain the concept of a critical period in attachment;</li> <li>• describe the effects of attachment, deprivation and privation;</li> <li>• explain the criticisms of Bowlby's theory of attachment;</li> <li>• consider behaviourist theory as an alternative theory, with specific reference to reinforcement in attachment as opposed to instinct.</li> </ul>
Core Study: Hazen and Shaver (1987)	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Describe Hazen and Shaver's survey of the relationship between attachment types and adult relationships;</li> <li>• outline limitations of Hazen and Shaver's study.</li> </ul>
Application of Research into Attachment: Care of Children	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the psychological theory behind care of children e.g. good practice in nurseries, parenting classes, hospitalisation of children.</li> </ul>

### 3.1.4 Social Psychology

#### Obedience

##### Key Concepts

Candidates should be able to:

- Distinguish between obedience and defiance;
- explain what is meant by the term denial of responsibility.

##### Core Theory: Theory of Situational Factors

Candidates should be able to:

- Explain the effect of environment on obedience i.e. setting, culture;
- explain the effect of authority and the power to punish on obedience;
- explain the effect of consensus on obedience;
- explain the criticisms of situational factors as an explanation of obedience;
- consider dispositional factors as an alternative theory, with specific reference to the role of the authoritarian personality in obedience.

##### Core Study: Bickman (1974)

Candidates should be able to:

- Describe Bickman's field experiment into effects of uniform;
- outline limitations of Bickman's study.

##### Application of Research into Obedience: Keeping Order in Institutions and Situations

Candidates should be able to:

- Explain the psychological theory behind keeping order in institutions e.g. schools, prisons, armed forces.

### 3.1.5 Individual Differences

#### Atypical Behaviour

##### Key Concepts

Candidates should be able to:

- Distinguish between typical and atypical behaviour in relation to fear;
- outline common types of phobia: agoraphobia, social phobia, school phobia, acrophobia and arachnophobia.

##### Core Theory: Behaviourist Theory

Candidates should be able to:

- Distinguish between an unconditioned stimulus, neutral stimulus and a conditioned stimulus;
- distinguish between an unconditioned response and a conditioned response;
- use the process of classical conditioning to explain the onset of phobias;
- explain the criticisms of the behaviourist theory of atypical behaviour;
- consider evolutionary theory as an alternative theory, with specific reference to preparedness.

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Core Study: Watson and Rayner (1920)

Candidates should be able to:

- Describe Watson and Rayner's experiment to induce a phobia in a young child;
- outline limitations of Watson and Rayner's study.

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Application of Research into Atypical Behaviour:  
Behaviour Therapy for Phobias

Candidates should be able to explain the psychological theory behind behaviour therapy for phobias e.g. systematic desensitisation, implosion therapy, flooding.

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## 3.2 Unit B542: *Approaches in Psychology 2*

### 3.2.1 Biological Psychology

#### *Criminal Behaviour*

##### Key Concepts

Candidates should be able to:

- Outline the problems of defining and measuring crime;
- explain the concept of a criminal personality.

##### Core Theory: Biological Theory

Candidates should be able to:

- Explain the role of heritability in criminal behaviour;
- explain the role of brain dysfunction in criminal behaviour;
- describe the facial features associated with criminals;
- explain the criticisms of the biological theory of criminal behaviour;
- consider social learning theory as an alternative theory, with specific reference to vicarious reinforcement of role models in the learning of criminal behaviour.

##### Core Study: Mednick et al (1984)

Candidates should be able to:

- Describe Mednick et al's adoption study into the genetic basis of criminal behaviour;
- outline limitations of Mednick et al's study.

##### Application of Research into Criminal Behaviour: Crime Reduction

Candidates should be able to:

- Explain the psychological theory behind crime reduction e.g. use of prisons, crime prevention, and rehabilitation.

### 3.2.2 Cognitive Psychology

#### *Perception*

##### Key Concepts

Candidates should be able to:

- Describe the difference between sensation and perception using shape constancy, colour constancy and visual illusions;
- explain depth cues, including linear perspective, height in plane, relative size, superimposition and texture gradient.

##### Core Theory: Constructivist Theory

Candidates should be able to:

- Outline the role of experience in perception;
- explain the concept of top-down processing;
- explain the concept of perceptual set;
- explain the criticisms of the constructivist theory of perception
- consider the nativist theory as an alternative theory, with specific reference to bottom-up processing in perception.

Core Study: Haber and Levin (2001)

Candidates should be able to:

- Describe Haber and Levin's experiment into depth perception and familiarity of objects;
- outline limitations of Haber and Levin's study.

Application of Research into Perception:  
Advertising

Candidates should be able to:

- Explain the psychological theory behind advertising e.g. subliminal advertising, use of motivation, use of context.

### 3.2.3 Developmental Psychology

#### *Cognitive Development*

Key Concepts

Candidates should be able to:

- Describe how cognitive development occurs in invariant and universal stages;
- outline the stages of cognitive development: sensori-motor, pre-operational, concrete operational and formal operational.

Core Theory: Piaget's Theory

Candidates should be able to:

- Describe the concept of object permanence;
- describe the concept of egocentrism and the process of de-centring ;
- describe the concept of conservation;
- explain the criticisms of Piaget's theory of cognitive development;
- consider Vygotsky's theory as an alternative theory, with specific reference to the zone of proximal development.

Core Study: Piaget (1952)

Candidates should be able to:

- Describe Piaget's experiment into the conservation of number;
- outline the limitations of Piaget's study.

Application of Research into Cognitive  
Development: Educating Children

Candidates should be able to:

- Explain the psychological theory behind educating children e.g. use of key stages, active/discovery learning, and scaffolding.

### 3.2.4 Social Psychology

#### *Non Verbal Communication*

Key Concepts

Candidates should be able to:

- Outline examples of body language as a form of non verbal communication;
- outline examples of facial expressions as a form of non verbal communication.

Core Theory: Social Learning Theory

Candidates should be able to:

- Explain the role of observation and imitation in learning non verbal behaviour;
- describe the role of reinforcement and punishment in learning non verbal behaviour;
- describe cultural variations in non verbal communication;
- explain the criticisms of the social learning theory of non verbal behaviour;
- consider evolutionary theory as an alternative theory, with specific reference to survival and reproduction.

Core Study: Yuki et al (2007)

Candidates should be able to:

- Describe Yuki et al's experiment into cross-cultural differences in interpreting facial expressions ;
- outline limitations of Yuki et al's study.

Application of Research into Non Verbal Communication: Social Skills Training

Candidates should be able to explain the psychological theory behind social skills training e.g. rehabilitation of criminals, customer service training, managing conflict.

### 3.2.5 Individual Differences

*The Self*

Key Concepts

Candidates should be able to:

- Understand the idea that individuals are unique;
- explain the concept of free will.

Core Theory: Humanistic Theory

Candidates should be able to:

- Distinguish between self concept and ideal self in relation to self esteem;
- explain the idea of unconditional positive regard;
- explain the idea of self actualisation;
- explain the criticisms of humanism as an explanation of the self;
- consider trait theory as an alternative theory, with specific reference to extraversion and neuroticism.

Core Study: Van Houtte and Jarvis (1995)

Candidates should be able to:

- Describe Van Houtte and Jarvis' interviews about pet ownership amongst adolescents;
- outline limitations of Van Houtte and Jarvis' study.

Application of Research into the Self: Counselling

Candidates should be able to:

- Explain the psychological theory behind counselling e.g. counselling for depression, careers counselling, relationship counselling.



### 3.3 Unit B543: *Research in Psychology*

#### 3.3.1 Planning Research

##### Hypotheses

Candidates should be able to:

- Frame a null hypothesis;
- frame an alternate (research) hypothesis;
- distinguish between null hypotheses and alternate hypotheses.

##### Variables

Candidates should be able to:

- Distinguish between independent variables and dependent variables;
- outline what is meant by an extraneous variable;
- explain how extraneous variables can be controlled, including standardisation.

##### Experimental Designs

Candidates should be able to:

- Distinguish between repeated measures and independent groups designs;
- describe the strengths and weaknesses of a repeated measures design;
- describe the strengths and weaknesses of an independent groups design.

##### Sampling Techniques

Candidates should be able to:

- Distinguish between a target population and a sample;
- distinguish between random sampling and opportunity sampling;
- describe the relative strengths and weaknesses of random and opportunity sampling with reference to representative samples and biased samples.

##### Ethical Considerations

Candidates should be able to:

- Discuss the issues of informed consent and right to withdraw;
- discuss the issues of confidentiality;
- discuss the issues of protection of participants, including deception and health and well-being.

#### 3.3.2 Doing Research

##### Experiment

Candidates should be able to:

- Describe the use of laboratory experiments;
- describe the use of field experiments;
- describe the strengths and weaknesses of laboratory and field experiments.

Questionnaires	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the use of questionnaires as a method of self report;</li> <li>• distinguish between open and closed questions;</li> <li>• describe the strengths and weaknesses of questionnaires.</li> </ul>
Interviews	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the use of interviews as a method of self report;</li> <li>• distinguish between structured and unstructured interviews;</li> <li>• describe the strengths and weaknesses of interviews.</li> </ul>
Observations	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the use of observations;</li> <li>• identify the differences between covert and overt observations, and between participant and non-participant observations;</li> <li>• describe the strengths and weaknesses of the different types of observations.</li> </ul>
Types of Studies	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the use of case studies;</li> <li>• describe the use of correlation studies;</li> <li>• compare the use of longitudinal studies and cross-sectional studies</li> </ul>
<b>3.3.3 Analysing Research</b>	
Types of Data	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what is meant by quantitative data;</li> <li>• explain what is meant by qualitative data;</li> <li>• describe data collected from investigations</li> </ul>
Descriptive Data	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Use and interpret modes;</li> <li>• use and interpret medians;</li> <li>• use and interpret means.</li> </ul>
Tables, Charts and Graphs	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Use and interpret tables of data;</li> <li>• use and interpret bar charts ;</li> <li>• use and interpret line graphs.</li> </ul>
Evaluating Findings	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concept of validity, including ecological validity;</li> <li>• explain the concept of reliability, including inter-rater reliability;</li> <li>• outline the problems of demand characteristics, observer effect and social desirability.</li> </ul>

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## Sources of Bias

Candidates should be able to:

- Explain the concept of gender bias;
  - explain the concept of cultural bias;
  - explain the concept of experimenter bias.
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Candidates should have experience of using the following methods: experiment, questionnaire, interview, observation.

They will be asked to plan an investigation (based on one of the above methods) in the examination.

### 3.3.4 Planning an Investigation

#### Investigation Skills

Candidates should be able to:

- Carry out an experiment;
  - carry out a questionnaire;
  - carry out an interview;
  - carry out an observation
- 

#### Design Skills

Candidates should be able to:

- State the hypothesis for an investigation;
  - describe and justify the sample used in an investigation;
  - describe ethical issues involved in an investigation;
  - describe and justify the control of variables in an investigation;
  - describe the procedure used in an investigation;
  - explain the limitations of the method used in an investigation.
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# 4 Schemes of Assessment

## 4.1 GCSE Scheme of Assessment

### GCSE Psychology (J611)

#### Unit B541: *Approaches in Psychology 1*

40% of the total GCSE marks  
1 hr 15 mins written paper  
80 marks

This question paper has **five** sections:

One topic is selected from each of the five approaches in Section A, B, C, D, E. 4 of the 5 topics are assessed in four sections worth 15 marks each. The first three sections contain only short answer questions with questions worth up to 4 marks. The fourth section also comprises short answer questions with the last one worth 6 marks.

The final topic is assessed in one section worth 20 marks. This section contains gradated questions with the final question being worth 10 marks.

In each section, short answer questions may include stimulus questions e.g. completing tables, multi-choice, matching concepts, interpreting sources.

Different topics are assessed in different sections across the series of examinations.

#### Unit B542: *Approaches in Psychology 2*

40% of the total GCSE marks  
1 hr 15 mins written paper  
80 marks

This question paper has **five** sections:

One topic is selected from each of the five approaches in Section A, B, C, D, E. 4 of the 5 topics are assessed in four sections worth 15 marks each. The first three sections contain only short answer questions with questions worth up to 4 marks. The fourth section also comprises short answer questions with the last one worth 6 marks.

The final topic is assessed in one section worth 20 marks. This section contains gradated questions with the final question being worth 10 marks.

In each section, short answer questions may include stimulus questions e.g. completing tables, multi-choice, matching concepts, interpreting sources.

Different topics are assessed in different sections across the series of examinations.

## Unit B543: *Research in Psychology*

20% of the total GCSE marks  
1 hr written paper  
40 marks

This question paper has **two** sections:

**Section A:** Candidates are required to answer a series of questions, based on and around a source, that test knowledge of the research process. The source material presented in the exam describes a piece of research. This section is worth 25 marks.

**Section B:** Candidates are required to plan an investigation based on a brief aim provided in the exam. The questions are pre-set and the same each series.

This section is worth 15 marks.

This unit is externally assessed.

### 4.3 Entry Options

GCSE candidates must be entered for all 3 units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

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### 4.4 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A\* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

### 4.5 Assessment Availability

There are two examination series each year, in January and June.

In 2010 onwards the units will be assessed.

## 4.6 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described:

### AO1 Demonstrate Knowledge and Understanding

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- Recall, select and communicate their knowledge and understanding of Psychology and how Psychology works;

### AO2 Analysis, Evaluation and Application

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- Application of knowledge and understanding of Psychology and how Psychology works;

### AO3 Interpretation, Evaluation and Analysis

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- Interpretation, evaluation and analysis of psychological data and practice.

### AO weightings – GCSE

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The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B541: <i>Approaches in Psychology 1</i>	17.5	17.5	5	40%
Unit B542: <i>Approaches in Psychology 2</i>	17.5	17.5	5	40%
Unit B543: <i>Research in Psychology</i>	0	0	20	20%
	35%	35%	30%	100%

## 4.7 Quality of Written Communication

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*Quality of written communication* is assessed in all units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- present information in a form that suits its purpose;
- use a suitable structure and style of writing.

## 5 Technical Information

### 5.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

Unit entry code	Unit titles
B541	<i>Approaches in Psychology 1</i>
B542	<i>Approaches in Psychology 2</i>
B543	<i>Research in Psychology</i>

### 5.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for the full course qualification certification.

The 40% Terminal rule for GCSE Psychology means the following combination of units have to be taken at the end of the 2 year GCSE course:

Either:

Unit B541 (40%)

Or:

Unit B542 (40%)

Or

One of the above + B543 (20%) = 60% of the assessment

Or

All three units = 100% of the assessment

### 5.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for the qualifications an unlimited number of times.

## 5.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J611).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2010.

## 5.5 Grading

GCSE results are awarded on the scale A\*-G. Units are awarded a\* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 56/80.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
40%	80	72	64	56	48	40	32	24	16	0
20%	40	36	32	28	24	20	16	12	8	0

Candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale.

Qualification	Qualification Grade							U
	Max UMS	A*	A	B	C	D	E	
GCSE	200	180	160	140	120	100	80	0



## Awarding Grades

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The written papers will have a total weighting of 100%.

A candidate's mark for each paper will be combined to give a total mark for the specification. The candidate's grade will be determined by the total mark.

## 5.6 Result Enquiries and Appeals

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Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from the OCR website.

## 5.7 Shelf-Life of Units

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Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 5.8 Guided Learning Hours

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GCSE Psychology requires 120-140 guided learning hours in total.

## 5.9 Code of Practice/ Common Criteria Requirements/ Subject Criteria

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These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Psychology.

## 5.10 Prohibited Qualifications and Classification Code

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Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title *Psychology* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for these specifications is 4850.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

## 5.11 Disability Discrimination Act Information Relating to this Specification

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GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Candidates with a visual impairment may find this subject difficult to access fully.

## 5.12 Arrangements for Candidates with Particular Requirements

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Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

## 6 Other Specification Issues

### 6.1 Overlap with other Qualifications

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There is no significant overlap between the content of these specifications and those for other GCSE qualifications to our knowledge.

### 6.2 Progression from these Qualifications

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GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

### 6.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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These specifications offer opportunities which can contribute to an understanding of these issues in the following topics:

Many aspects of Psychology such as developmental, social, individual differences and cognitive Psychology allow the candidate the opportunity to reflect upon human diversity in behaviour and thinking, and the nature of humanity.

A number of topics within the specification such as criminal behaviour, attachment and research methods, raise moral and ethical questions concerning human behaviour.

Several topics within the specification such as sex and gender and the self raise questions concerning the individual's relationship with normative groups and the wider society.

An integral part of the specification is a consideration of cultural diversity and this is highlighted in topics such as obedience and non verbal communication.

### 6.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

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These specifications support these issues, consistent with current EU agreements, in the following topics:

There are no sustainable development issues or health and safety considerations in these specifications.

The specification encourages candidates to study the work of European psychologists such as Piaget.

## 6.5 Avoidance of Bias

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OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 6.6 Language

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These specifications and associated assessment materials are in English only.

## 6.7 Key Skills

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This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B541	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B542	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B543	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 6.8 ICT

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In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of research methods.

## 6.9 Citizenship

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of:

Legal rights and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems	There are some opportunities to discuss these issues when studying the criminal behaviour and obedience topic.
The origins and implications of the diverse national regional religious and ethnic identities in the UK and the need for mutual respect and understanding	There are some opportunities to address some of these issues in some of the social Psychology topics
The work of parliament, the government and the courts in making and shaping the law	There are some opportunities to discuss these issues when studying the criminal behaviour topic.
The importance of a free press and the media's role in society, including the internet, in providing information and affecting opinion	There are some opportunities to discuss these issues in the perception topic.
The rights and responsibilities of consumers, employers and employees	There are some opportunities to discuss these issues in the memory and perception topic.

# Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

## Grade A

Candidates recall, select and communicate relevant knowledge to produce substantiated analyses and explanations of a variety of structures, models or processes of psychology, including contemporary contexts.

They show precise understanding of, and apply accurately, appropriate concepts, terms and theories. They analyse links between structures, processes and issues. They recognise and explain appropriate issues or debates, and substantiate these with evidence and reach valid conclusions.

They identify and use appropriate methods, sources, information and data for a particular purpose and justify their selection. They interpret information and data presented in a variety of forms, critically evaluate its relevance in relation to the arguments and reach substantiated conclusions. They use concepts, terminology and conventions accurately and appropriately.

## Grade C

Candidates recall, select and communicate knowledge to describe and give a partial analysis of a variety of structures, models or processes of psychology, including contemporary contexts.

They show understanding of, and apply a variety of, concepts, terms and theories. They recognise and describe relevant issues or debates and select appropriate arguments in relation to the issues, theories and evidence. They make straightforward links between structures, processes and issues.

They use a range of methods, sources, information and data to find out about issues or topics and can indicate why they were chosen. They handle and evaluate information and data to make reasonable judgements, and present plausible conclusions that are supported by relevant evidence. They use concepts, terminology and conventions appropriately.

## Grade F

Candidates recall and recognise some structures, models or processes outlined in the specification and give a partial description of them.

They show a basic understanding of, and apply in a superficial way, a few concepts, terms and theories. They recognise and describe relevant issues or debates.

They use a limited range of methods, sources, information and data uncritically and in a simple manner to find out about issues or topics. They demonstrate a limited ability to interpret information, make judgements and reach conclusions.

## Appendix B: References for Core Studies

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- Piaget, J. (1952) '*The child's conception of number*' London: Routledge
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- Watson, J.B. and Rayner, R. (1920) '*Conditioned emotional reactions.*' Journal of Experimental Psychology, 3, 1-14
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